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ABSTRACT

Findings are reported of the evaluation of the San Jose State College career counseling training project, which had the following objectives: (1) helping counseling associates (paraprofessional liaison workers) gain skills in guidance and counseling, (2) assisting professional level counselors to have a better understanding of and an ability to work with the educational and career needs of minority students, and (3) assisting districts in integrating the work of their liaison counselors and workers into the total career educational and guidance programs. The evaluation paradigm and design are outlined in section 1. It is indicated that the evaluation was post-facto and summative, based on information derived through logical analysis and empirical data (questionnaire and interview responses) developed during the evaluation. Findings are presented in section 2 under the following headings: Analysis of Stated Needs, Analysis of Program Objectives, Evaluation of Program Content and Method, and Evaluation of Program Outcome. Section 3, a brief summary and interpretation of findings, notes that the project was probably most unique in its efforts to help the paraprofessional liaisons, showing that those with training at less than the professional level can be made an integral part of an educational career guidance program. Conclusions listed are that stated objectives were accomplished with high quality and that the investment was well placed and subsequent additional development and dissemination justified. (JT)

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AN EVALUATION REPORT ON

THE SJSU CAREER COUNSELING TRAINING PROJECT

EPDA

Project # 43-30650-EF048-73

San Jose State College Foundation

Bela H. Banathy

August, 1974

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

This paper presents the findings of the evaluation of the SJSU Career Counseling Training Project. The nature of the evaluation is post-facto and summative. The information used in the course of the evaluation was derived through logical analysis, but we have also considered empirical data, developed during the evaluation.

In the first part of this report, the plan of the evaluation is introduced and in the second part findings are reported. The third part renders a summative interpretation of findings.

PART ONE: THE PLAN

The plan has two components: the paradigm of the evaluation and its design.

I. The Paradigm

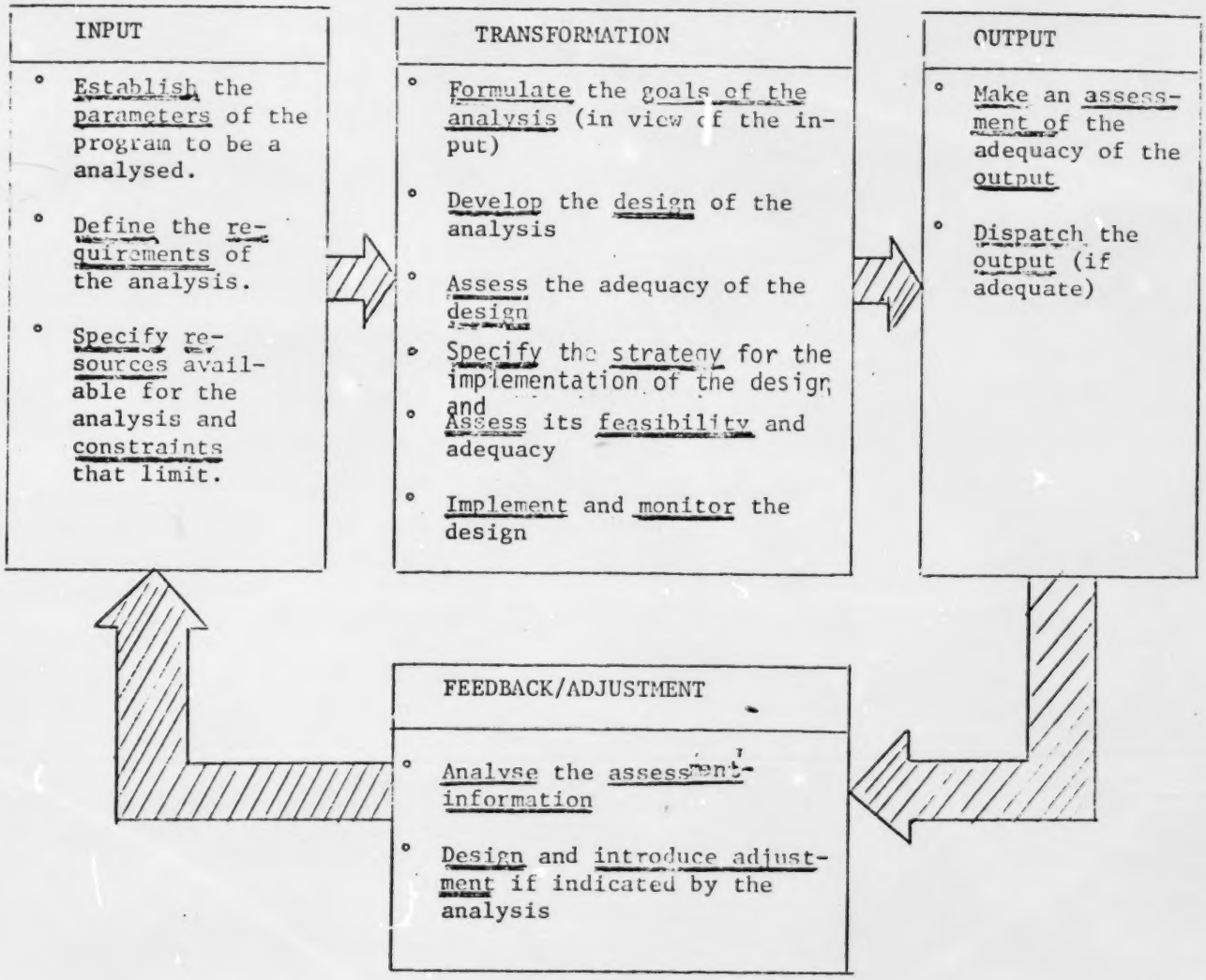
The paradigm has been derived from a process model of systems. This model consists of four major operations: input, transformation, output, and feedback/adjustment. These operations and their relationship are outlined next.

- Input operations include: the establishment of parameters (of the endeavor), the specifications of requirements that are to be met, and spelling out resources available and constraints that limit.
- The transformation operation constitute the bulk of the endeavor. It takes the input and transforms it into output.
- During output an assessment is made of the adequacy of the outcome of transformation.
- Feedback considers the information gained from the assessment of the output and it introduces adjustments if such are indicated.

An application of the process model to the evaluation of theproject has produced the following paradigm (Figure 1).

Figure 1

A Systems Paradigm for the Evaluation of the Career Counseling Program (CCP)


INPUT
° Establish the parameters of the program to be a analysed.
° Define the requirements of the analysis.
° Specify resources available for the analysis and constraints that limit.
TRANSFORMATION
° Formulate the goals of the analysis (in view of the input)
° Develop the design of the analysis
° Assess the adequacy of the design
° Specify the strategy for the implementation of the design and
° Assess its feasibility and adequacy
° Implement and monitor the design
OUTPUT
° Make an assessment of the adequacy of the output
° Dispatch the output (if adequate)
FEEDBACK/ADJUSTMENT
° Analyse the assessment-information
° Design and introduce adjustment if indicated by the analysis

The paradigm introduced above will be described in more detail next.

Input Operations

- Establish the Parameters of the Career Counseling Program. Parameters were evolved from an analysis of program documentation now available. The parameters did set the boundaries of the evaluation.
- Define Requirements that were to spell out why the evaluation was being pursued. These evaluation requirements were derived from needs that are both (1) internal to the program and (2) external to it (such as a program evaluation was required by the sponsors of the program).
- Specify Resources and Constraints. Resources available for the evaluation were to be specified (human, information, situations, arrangements, facilities, etc.). Constraints in the same domains were to be spelled out, including time constraints.

Transformation Operations

The input constituted the basis upon which transformation proceeded.

- The Goals of the Evaluation were to be Formulated. These goals were evolved based on requirements defined during input in view of the resources and constraints.
- The Design of the Evaluation was then Developed. The design specified what was to be evaluated/analyzed what evaluation/analysis was to be attempted and what evidence was sought to conduct the evaluation.

- The Design was Assessed for its Adequacy. The key inquiry was whether the implementation of the design would lead to the attainment of goals.
- The Strategy for the Implementation of the Design was Specified. This specification described how the strategy was to be implemented (how, when, where, with what, by whom, etc.).
- The Feasibility and Adequacy of the Implementation Strategy was Assessed, and
- The Design was Implemented. Implementation was accompanied by its continuous monitoring.

Output Operations

The outcome of Transformation was a statement of findings of the evaluation. This statement was considered to be the OUTPUT.

- The Output was Evaluated in view of the requirements and goals of the analysis in order to assess its adequacy.
- The Output or the Evaluation report was then made available to the sponsors of the program.

Feedback/Adjustment

Feedback/Adjustment proceeded and provided the assessment of the output indicated less than adequate output.

- An Analysis of the Findings of the Assessment of the Output was the first of the operations. This analysis aimed to uncover reasons for the inadequacy of the output.
- Based on the analysis adjustments were introduced in the report.

II. The Design of the Evaluation

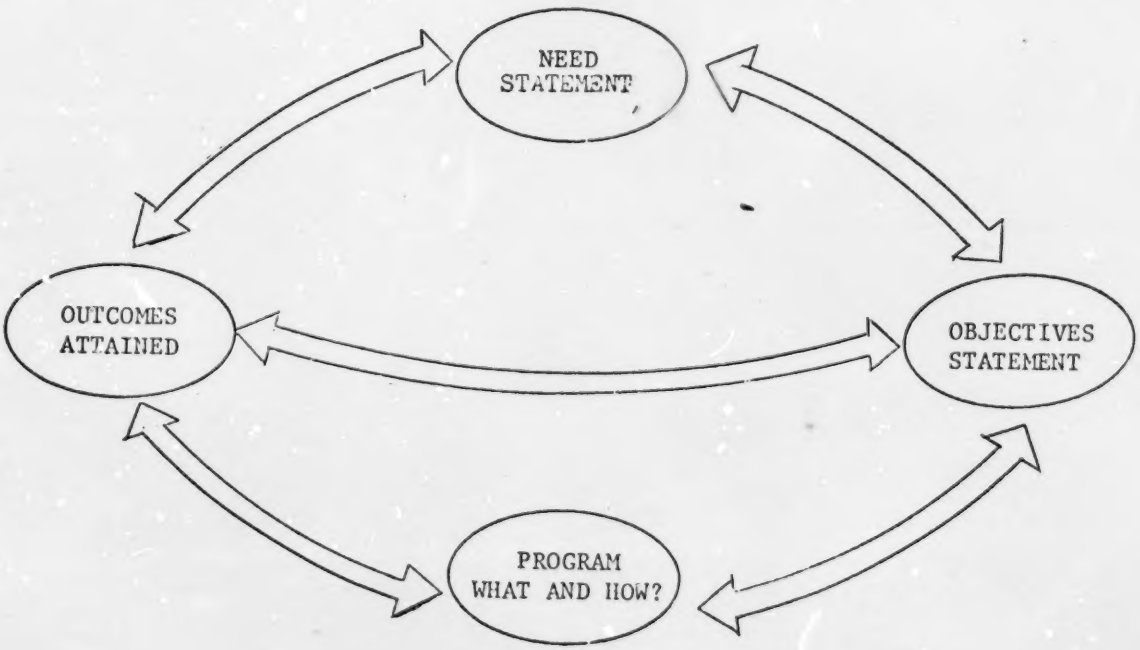
A study of the Program (CCP) indicated that it had four essential components:

- Needs that the Program aims to satisfy.
- Program Objectives the attainment of which would satisfy needs.
- The Program Itself (what intervention was presented and how in order to facilitate the attainment of objectives?).
- Program Output, which is constituted of competences attained by people enabling them to satisfy the stated needs

At its most abstract form the design of the evaluation was developed (Figure 2) based on the four components introduced above.

Figure 2

The Model of the Design



The evaluation focused on the four areas depicted above and the evaluation report was structured accordingly.

Before we proceed with the plan, an issue, basic to the design, had to be clarified. Our design for the evaluation did call for two kinds of analyses: (1) logical and (2) empirical.

The logical analysis was mostly descriptive, using information available from the various program reports and program files.

The empirical analysis was based on information relevant to the performance of people who were involved in the program or to the environmental context in which the program or people have operated. This information/data were either available in the program files or were generated as part of the analysis.

Summary

In Part One, the evaluation paradigm and the evaluation design were introduced. The evaluation paradigm should assist the reader of this report to gain an understanding of HOW we have approached the evaluation task. The evaluation design, on the other hand, presented an image of WHAT we have evaluated.

Part Two next focused on the WHAT.

PART TWO: FINDINGS

Findings are reported in this part as projected in the evaluation design. We shall introduce findings as they relate to the:

* analysis of stated needs,
* analysis of program objectives,
* evaluation of program content and method, and
* evaluation of program outcome.

I. An Analysis of the Need Statement

The analysis has explored five domains:

- The clarity of the statement;
- The relevance of the stated need(s) to the program;
- The viability of the stated needs;
- The compatibility of a specific stated need(s) with other stated needs;
- The adequacy of the treatment given to needs assessment.

Findings of the analysis, relevant to those five domains, will be described next. First, however, we shall recapitulate the needs statement.

A. Need statement.

A statement of needs indicate discrepancy between an existing and desired state of affairs. A study of project documentation has lead us to label certain items in the document as needs statements. In order to facilitate an analysis we categorized those statements as follows:

General Needs Statement:

(1) "education and career guidance provided for minorities does not receive the emphasis that it should,"

Statements that constitute the need base of the project are as follow:

(2) "minority children and others from less favored socio-economic areas tend to be discriminated against" (in educational and career guidance),

(3) "educational and career guidance can be effective only when there is communication and good working relationship between the school, home, and community."

Personal needs were two kinds (4) and (5):

(4) Paraprofessional school-home-community (liaison) workers:

(a) tend to have an unsatisfactory knowledge of the workings of the school system,

(b) frequentiy suffer from poorly stated role-definitions,

(c) are not always accepted by professionals in the school as an integrated part of the school work force,

On account of (a), (b), and (c) above

(d) frequently were resentful of the programs and people they were supposed to be interpreting to the community, and

(e) were not as effective as they might be in interpreting the needs of the community the the schools.

(5) Professional counselors and teachers:

(a) frequnetly have limited understanding of the minority communities from which their students were drawn and as a result:

(b) do not always understand the needs of minority students and

(c) the constraints under which those students operate (such as language difficulties, lack of appropriate models, lack of understanding of behavior needed in the school, etc.).

B. An analysis of the needs statement follows below:

1) The clarity of stated needs. The statements introduced in project documentation describe the existing state of affairs quite clearly and contribute a well defined set of needs. The statements are well formulated conceptually and the way they are described also communicates unambiguously.

As part of our summative assessment we have probed into the project participants perception of needs that the project has aimed to satisfy. In a comprehensive questionnaire,* prepared for the evaluation project, we have asked two questions relevant to needs:

· In your opinion why was the program initiated? Or to what kinds of needs did the project respond?

· Keeping in mind the kinds of students you are working with, what are their needs in the area of educational and career counseling? List those needs in order of importance.

On the first question answers included such statements as:

· there is a need to improve our communication skills in dealing with people we serve,

· teachers and counselors need competence in providing for career guidance and counseling, career testing, and career placement.

· liaison workers should gian an extended view of career opportunities open to them,

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* Questionnaire is attached as Appendix A. The questionnaire was used as a guide in conducting a group discussion session with nine participants. In addition another nine completed in writing the questionnaire.

· liaison workers need to be brought into the professional mainstream and improve their understanding of liaison/counselor relationship,

· there is a need to bridge the gap between the counselor and the community liaison worker,

· we should upgrade the professional competence of the liaison worker,

· we should overcome the discrimination against minority children,

· we need to expand the liaison workers' skills in home-community contacts,

· the liaison worker needs to acquire information which might assist him to serve his clients to career planning.

In terms of the second need-question (student needs) the responses included the following:

· lack of motivation on the part of many minority students due to low achievement (particularly in reading),

· lack of adequate self-concept and self-identity,

· lack of success in school,

· lack of adequate minority models,

· need career education,

· need to know work opportunities,

· need to acquire feeling of worth,

· need help to find their place in society,

· need to have opportunities to explore careers,

· need to have information on requirements and responsibilities related to the world of work,

· need to be provided with stimulus for self-improvement,

· need to be more aware of educational needs.

An overall assessment of perception of needs:

A review of the participants perception of their own developmental needs and the needs of students indicates a high level of understanding and even sophistication that they have (acquired) relevance to these needs areas.

1) The relevance of stated needs. Our inquiry has probed into the relevance of the needs (as stated) to the content of the program as specified in the project plans. Our analysis has indicated that there is a clear and logical relationship between the needs as stated and the content of the program as defined; the program parameters had been derived from the needs that the project aimed to respond.

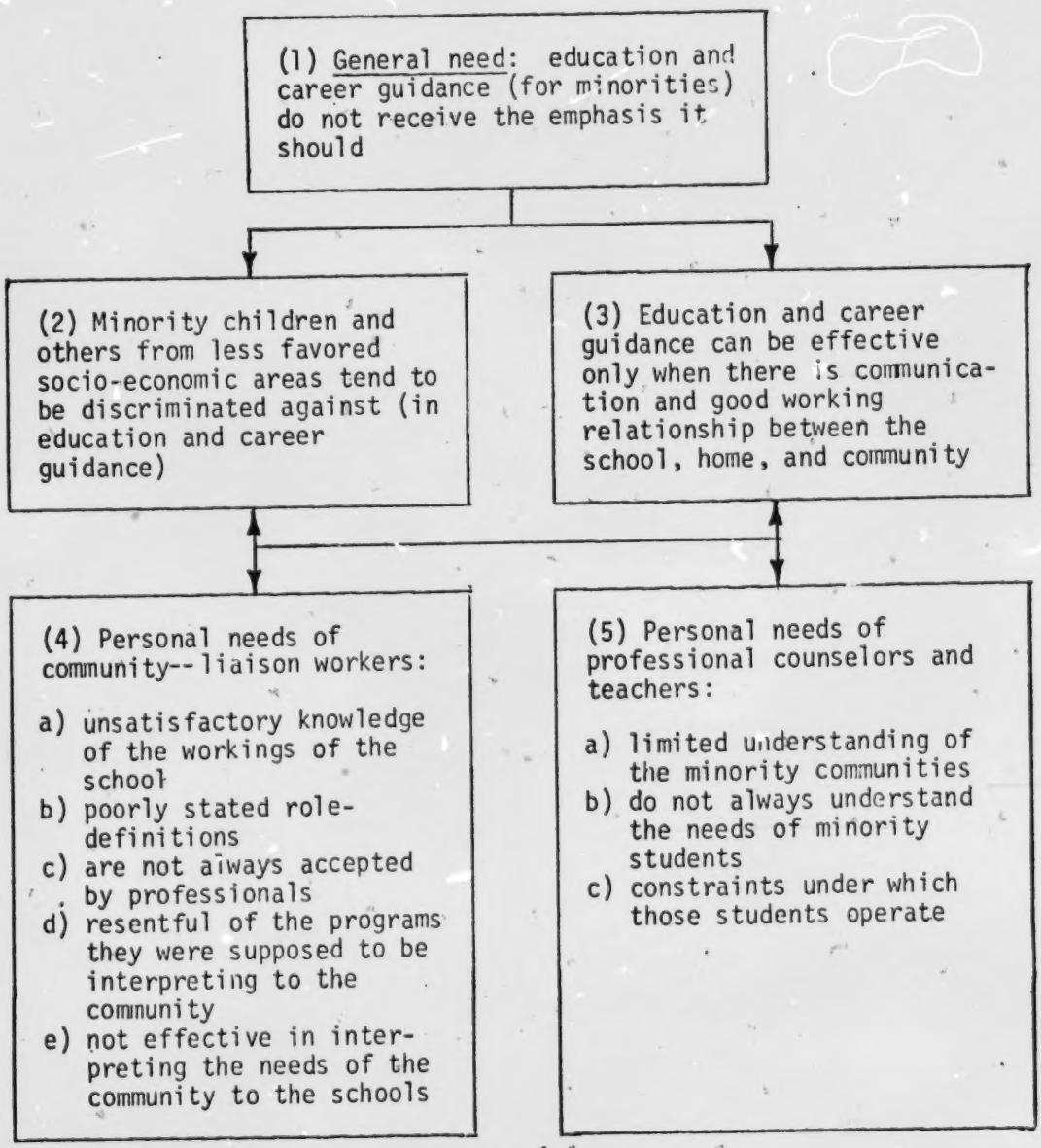
An analysis of the participant's perception of the relevance of stated program needs to their own needs was arrived by comparing (1) their own needs statements, (2) the program's needs statements, (3) their understanding of the goals of the program (question #3), and (4) their statement of their acquisition of specific skills, knowledge, and attitudes (question #10). Such comparative analysis has yielded data that clearly indicate that the program needs, as stated, were relevant to the self-professed needs of participants. Even though individual participants did not identify with all the stated needs, the stated needs were responsive to (all) the cumulative needs of participants.

2) The viability of stated needs. Our logical analysis has indicated that needs as stated appear to be viable and that their satisfaction would contribute to the solution of the general problem of improving career and educational counseling and to the specific problem related to counseling services provided to minority youth.

3) Internal compatibility of stated needs. We accomplished this analysis by creating a structure of stated needs and then probing into their internal compatibility. The structure of needs is displayed in Figure 3, next. (See pp. 708)

Figure 3

Structure of Needs


(1) General need: education and career guidance (for minorities) do not receive the emphasis it should
(2) Minority children and others from less favored socio-economic areas tend to be discriminated against (in education and career guidance)
(3) Education and career guidance can be effective only when there is communication and good working relationship between the school, home, and community
(4) Personal needs of community--liaison workers:
a) unsatisfactory knowledge of the workings of the school
b) poorly stated role-definitions
c) are not always accepted by professionals
d) resentful of the programs they were supposed to be interpreting to the community
e) not effective in interpreting the needs of the community to the schools
(5) Personal needs of professional counselors and teachers:
a) limited understanding of the minority communities
b) do not always understand the needs of minority students
c) constraints under which those students operate

It appears that needs #(2) and #(3) are structured components of the general need #(1).

Needs #(2) and #(3) can not be satisfied without attending to needs #(4) and #(5).

Needs #(4) and #(5) are complementary and compatible.

4) Adequacy of treatment. Our overall assessment is that adequate treatment was given to the needs assessment phase of the project. One way to improve the treatment would be to prioritize needs and mobilize project resources based on priorities. Furthermore, if larger financial resources were available to the project, needs relevant to educational and career counseling could have been documented through literature search and analysis and actual need survey. Such an approach could have lead to the identification of needs that were not specified.

In the items above we reported on the findings of the analysis of stated needs.

II. An Analysis of Program Objectives

Inquires that we carried out in this domain of the analysis included the following:

(1) would the attainment of objectives satisfy the stated need?

(2) if not, what need was not attended to by the objectives?

(3) is there any redundancy in the objectives; or were objectives specified which attend needs that were not defined?

(4) are objectives compatible with each other?

(5) were objectives stated in operational terms?; do they (1) allow the formulation of an assessment approach that would measure the attainment of objectives? and (2) serve as adequate bases to formulate the content of the program?

The primary approach to the analysis described above was logical. Findings of the analysis relevant to the inquiries identified above are described below. First, however, program objectives--as identified by project personnel--are listed.

There are two sources in the program documentation that we have used in conducting the objectives analysis. We have found a--rather brief--initial statement of objectives and a more elaborate statement of goals and objectives, which was formulated during the project. We have analyzed both statements in view of the five point/inquiry introduced above.

A. A statement of initial program objectives

A review of project documentation leads us to identify the following initial program objectives:

#(1) assist minority students to do more effective educational and occupational planning;

#(2) help Counseling Associates (liaison workers) gain skills in guidance and counseling that will make them more effective in their work;

#(3) assist professional level counselors to have a better understanding of and ability to work with minority students, relevant to their educational and career needs;

#(4) assist districts in integrating the work of their liaison counselors and workers into the total career educational and guidance programs.

B. An analysis of program objectives

Initial program objectives were analyzed in view of the five-point inquiry.

1) The first point of inquiry is: would the attainment of objectives satisfy the stated needs?

A review of the structure of needs (Figure 3, on p. 11) leads us to answer the inquiry in the affirmative. More specifically:

Objective #(1) responds to the general need (#1) and need #(2).

Objective #(2) relates in general to need #5, and can be also derived from need #1. This derivation, however, could have been more specifically clarified in the need statement.

Objective #(3) clearly responds to need statement #(4).

Objective #(4) could be derived from the composite of needs. There was, however, no specific need stated relevant to district needs.

2) From comperative analysis of objectives versus needs it appears that all needs were attended to by the initial set of objectives.

3) The same analysis also reveals that objectives #(2) and #(4) did not have clearly defined relevant need statements. There is no indication of redundancy in objectives.

4) Objectives are fully compatible with each other.

5) As to the last point of inquiry, the initial statement of objectives does fall short of being stated on operational terms. (This shortcoming, however, was corrected by the later statement of objectives introduced below.)

C. The analysis of the second statement of objectives

The objective developed for the program in its beginnings were tentative because project personnel did not know the specifics of background experiences of the people with whom they would be working. As a result, they found that some of the goals and objectives were unrealistic and that others were evolved that were more important than some initially described. The following statement synthesized the initial objectives and those that were evolved duringthe program. Under six goal headings, fourteen objectives were formulated.

Goal #1 To assist liaison workers and counselor trainees in untilizing information about career related training programs, local manpower needs, and agency sources of information.

Objective #1. At the end of the training period trainees will be familiar with literature dealing with career information.

Objective #2. Trainees will be familiar with related career training programs including vocational centers, business and industry centered training programs and others appropriate to the students with whom they will work.

Objective #3. To assist trainees to be familiar with the local Career Data Bank and ways in which it can be utilized.

Objective #4. To be familiar with and have utilized agency sources of assistance for educational/career guidance.

Goal #2. To help liaison and professional trainees develop as a team in working with educational/career problems of minority students.

Objective #5. Each training team will have described orally and in writing, twenty cases which they staffed during the year. They will also describe and evaluate the outcomes of the cases.

Objective #6. Team members will be asked to make an ongoing evaluation of the results of their cooperative team efforts and to make necessary modifications in procedures.

Goal #3. To increase the interpresonal counseling skills of all trainees.

Objective #7. All trainees will demonstrate increased effectiveness in the use of individual and group counseling skills.

Goal #4. To establish optimum working communication with vocational educational personnel and programs in the schools.

Objective #8. To determine the role and function of vocational personnel and programs in the school and district.

Objective #9. To work with vocational personnel in assisting minority students to select and enter appropriate vocational training and work experience programs.

Goal #5. To encourage participants to move toward an improved educational goal.

Objective #10. By the end of the project year liaison trainees will have been enroleed in a program leading to (1) a high school diploma, (2) an A.A. degree, or (3) a Bachelors degree.

Objective #11. By the end of the year professional trainees will have completed requirements for a full or postponed counseling credential with a speciality in career guidance.

Objective #12. Liaison trainees will understand and be assisted to develop a career ladder plan for themselves.

Goal #6. To develop a model for training liaison counselors that may be incorporated into our Counselor Education program.

Objective #13. To establish an undergraduate program in our University that will prepare liaison counselors for work in the schools.

Objective #14. To develop a framework for a career ladder program for liaison counselors which may lead to the A.A. degree, the Bachelors, and to the Masters in professional counseling.

D. An analysis of the enlarged set of objectives

Subjecting the enlarged set of objectives to the (same) five points of our inquiry, we have found that:

1) and 2) the goals/objectives statement is fully responsive to stated needs;

3) there is no redundancy of objectives. In fact, objectives go beyond stated needs and address:

- very specific professional development needs (advancement in terms of degrees: see objectives #10, #11, and #12), and
- institutional needs (establishment of new programs at the University: see objectives #13 and #14);

4) goals and objectives are fully compatible with each other;

5) objectives are stated on operational terms.

One of the attrative features of the project was the project staff's willingness to restate the (initial) objectives based on early findings.

E. The participant's perception of objectives

We have asked participants: "As you have understood this program, what were the goals or objectives?"

The answer given to this question generally overlap with the needs/goals/objective structure proposed by the project staff.

III. An Evaluation of the Program

The adequacy of the program has been looked at from the points of view of the adequacy of its content and the adequacy of learning experiences.

Our analysis explored the (1) relevance of content and (2) learning experiences to stated objectives and the participant's perception of relevance and adequacy.

A. An analysis of content

1) A logical analysis of content was conducted by juxtaposing the 27 content areas (designated by the project) with the 14 objectives. Information in Table 1 introduces this juxtaposition.

Table 1

Content versus Objectives

Relevant Objectives	Content Areas
	1. OVERVIEW OF THE PROGRAM
#5 #7	2. STUDENT PERSONAL ASSESSMENT
#2 #8	3. SURVEY OF LOCAL SCHOOL AND DISTRICT SERVICES IN THE VOCATIONAL FIELD
#3 #4	4. SURVEY OF COMMUNITY RESOURCES AVAILABLE FOR EDUCATIONAL AND CAREER PLANNING
#2	5. CAREER EDUCATION: BACKGROUND FOR CAREER EDUCATION
#5 #7	6. THEORIES OF VOCATIONAL DEVELOPMENT
#2	7. CAREER EDUCATION: THE ELEMENTARY SCHOOL
#2	8. CAREER EDUCATION: THE SECONDARY SCHOOL

Table 1 (cont.)

Content versus Objectives

Relevant Objectives		Content Areas
#7	9.	STANDARDIZED TESTS: HOW THEY ARE USED IN SCHOOLS AND AGENCIES.
#8 #9	10.	ADMINISTRATION: UNDERSTANDING THE INTRA-SCHOOL AND INTERSCHOOL RELATIONSHIPS AND RESPONSIBILITIES
#5 #6	11.	DECISION MAKING: THE PROCESS FOR COUNSELORS AND STUDENTS
#7	12.	PEER COUNSELING: STUDENTS HELP EACH OTHER
#4 #8	13.	CAREER GUIDANCE CENTERS
#5 #9	14.	READING AND LEARNING AND HOW IT IS RELATED TO EDUCATIONAL AND VOCATIONAL GUIDANCE
#5 #7 #8	15.	CRISES COUNSELING: ITS RELATIONSHIP TO EDUCATIONAL AND VOCATIONAL GUIDANCE
#9	16.	MEXICAN AMERICAN COMMUNITY: BACKGROUND INFORMATION AND CAREER EDUCATION
#9	17.	BLACK COMMUNITY: BACKGROUND INFORMATION AND CAREER EDUCATION
#9	18.	ASIAN COMMUNITY: BACKGROUND INFORMATION AND CAREER EDUCATION
#9	19.	AMERICAN INDIAN COMMUNITY: BACKGROUND INFORMATION AND CAREER EDUCATION
#6	20.	HOME VISIT: EFFECTIVE WAYS OF TALKING WITH PARENTS AND STUDENTS IN THEIR HOMES
#5 #7	21.	GROUP PROCESSES: WORKING WITH STUDENTS AND PARENTS
#1 #7	22.	SOURCES AND USES OF EDUCATIONAL AND CAREER MATERIALS
#5 #7	23.	THE INTERVIEW PROCESS
#6 #7	24.	MENTAL HEALTH AND ITS RELATIONSHIP TO EDUCATIONAL AND CAREER GUIDANCE.
#5	25.	PLANNING FOR POST-SECONDARY SCHOOL EDUCATION
#6 #7	26.	DEVELOPING INSTRUCTIONAL MATERIALS FOR CAREER GUIDANCE
#6 #7	27.	HUMAN RELATIONS AND THE COMMUNITY

An analysis of the juxtaposing, introduced above, reveals a reasonable overlap between objectives and content.

2) Another source that we used to compare objectives and content was the survey of participants. A response to our survey indicated a comfortable overlap between the two domains.

3) We have also asked program participants to express their a) likes, b) dislikes of certain aspects of the program, and c) identify aspects for which the program could have provided for--but did not.

(a) Among the most beneficial aspects were mentioned:

- Group Counseling
- Practicum in Career Planning
- The Co-counseling Program
- Test Interpretation
- Program Development
- Problem Solving
- Testing and Career Planning

(b) Participants had difficulty to nominate "least beneficial" programs. They felt that they have benefited from all the various programs. Only two courses were mentioned in this category, Edco 282, Educational Assessment Counseling, and Edco 286, Organizational Administration. A mention was made that some of the cour materials were repetitious, but not for all students.

(c) Mentioned in the "would have benefited from" category were:

- Acquaintance with innovative career educational guidance programs
- having the view of a knowledgable minority psychologist on the public school testing of minority students

- more information on testing procedures
- more opportunity to learn counseling techniques.

B. An analysis of learning experiences and methodology

1) A logical analysis was conducted by comparing the goal/objective statements with the description of learning experiences.

This comparison is reported next goal by goal.

Goal #1 (Objectives #1, #2, #3, and #4)

This goal was concerned primarily with educational/vocational resources both in the literature and agencies. Trainees worked with various agencies in relation to their staffing of cases. Counsultants were brought in from such agencies as Human Resource Development and various special minority career centers. During the summer program, students spent time in the agencies as a part of their class related work.

It was found necessary to help Trainees gain more understanding of the law enforcement agencies with which they were dealing. Educational/career education for many students was closely related to relationships with the law enforcement agencies.

Goal #2 (Objectives #5 and #6)

This goal attended to the development of functional and affective teams of liaison workers and professional counselors. Some teams worked with cases on a long term basis, and some on a shorter basis. Some were much more involved than others. The number of cases staffed, as a result, varied in numbers among the teams. However, all teams

had performed according to standards specified by objectives, except that not all of them completed 20 cases.

Goal #3 (Objective #7)

This goal attended to the increase of interpersonal counseling skills. Video tapes were used for recording individual and group counseling performance. Audio tapes were also used in home-school conferences. Evaluations were made of the performances. Supervisors made home visits with the trainees to evaluate their performance.

Goal #4 (Objectives #8 and #9)

This goal was concerned with communication with "voc. ed." personnel and programs in schools. Students studied and evaluated vocational offerings in their own school and district including vocational classes, career centers, and educational and career guidance services. They spent one semester of their work with agencies in the community including vocational centers, various aspects of juvenile court programs, and minority centers. They were asked to familiarize themselves with vocational opportunities in the regional vocational center and in the local community colleges. They made a survey of work opportunities in the communities available for entry workers with or without high school educations. Written reports were made, duplicated, and shared with other members of the group.

Goal #5 (Objectives #13 and #14)

In describing the evaluation for Goal #5, the career ladder program was discussed. In relation to Objective #13 above, it has seemed more appropriate to develop the program for liaison counselors

at the community colleges, working with them on a cooperative basis in the overall career ladder plan. Most liaisons have not been eligible to enter the University until completion of the A.A. degree.

2) In our survey we have asked participants to express their opinion on the quality of the learning experience and methodology.

(a) Among strong points they have mentioned:

- exposure to various employment practices and procedures
- experience with numerous community organizations
- experience with potential cooperative agencies
- opportunity to interpret career education information materials
- various human relations activities
- the variety and flexibility of the program
- a strong sense of "humanity" on the part of all participants
- the opportunity to apply what had been learned to own situation
- the contribution of various invited speakers

(b) Among weak points they mentioned:

- a few boring discussions
- minimal use of A-V materials
- not enough guest speakers
- some classes were not challenging

(c) Responding to the question relevant to the adequacy of information about the progress of participants, they felt that the information was adequate and frequent enough.

IV. An Evaluation of Outcomes

The following inquiries have guided the evaluation of outcomes:

- Have participants attained specified competences?
- Have the acquired competences had an effect on job performance?
- Has the project led to the identification of new (training) needs?
- Has the sponsoring institution (SJSU) attained its own stated institutional objective?
- Are there some other outcomes (outcomes other than those initially stated)?

The inquireies introduced above are explored next.

A. Competences attained

The inquiry of competences attained was explored by a two-pronged approach, namely:

- by examining the performance of participants in the training program made available to them and
- by asking them to make a self-assessment of competences attained.

1) Participants' performance in the program. Data available on the completion of the program shows the following:

Group	1st Year Enrollment	2nd Year Enrollment	Attrition	Completion
Liaison group	19	23	3	20
Professional counselors	21	19	2	19
Total	40	42	5	39

The attrition rate of the groups was very low. One black professional level counselor dropped early in the first year of the project, because he was not able to produce proper transcripts from universities previously attended; and so was not accepted into the graduate school. Two Mexican-American males dropped at the end of the year--one to change his objective because his school district wanted him to work on an academic major, the other because of the pressure of outside work. Among the professionals two students left the program because they completed their advanced degrees.

2) Participants' self-assessment. In our survey we have asked participants to identify competences (knowledge, skills, attitudes) that they have acquired by participating in the program. A composite of their answers is introduced next:

(knowledge and skills)

- career theories
- sources of occupational information
- interpretation of test data
- working with proper referrals
- methods in problem solving
- personal planning in education
- understandings of the purposes and processes of the school
- understanding the nature of the community
- testing procedures
- career planning
- counseling theory
- role playing

- counseling disadvantaged students
- ability to help students to make certain career decisions
- using knowledge, skills, and other assets to best serve the needs of others

(attitudes)

- more confidence in handling community situations
- a feeling of "togetherness" in working with community counselors within the school district
- deeper awareness of the needs of minority students
- developed a sense of responsibility and concern for the local community

B. An assessment of an effect on job performance

Responding to the question of what competences participants have made most use of; we have received answers, some specific, some generalized. Several participants had difficulty to respond to this question indicating that they had not had enough time yet to apply of what they have learned.

One participant reflected upon competences attained by listing some of his achievements, such as:

- development of "Life Style Day" at the sec ndary level,
- development of departmental "Career Fairs,"
- development of grade level career clusters,
- implementation of career guidance at all grade levels,
- development of Career Day, and
- expansion of the work experience program.

Other specific statements pointed to such results as:

- being able to interpret test results to minority students,
- developing better relations with people on the job, and
- having much higher level confidence in carrying out responsibilities.

One participant said that when he first get involved with the program, he never thought that he would attain such achievements as: becoming known state-wide among Chicano educators and respected as a person skilled in liaison work. He has been asked to conduct workshops state-wide and was nominated and became a member of POK.

C. Identification of training needs

A significant outcome of the project was, on the one hand, a verication of the viability of the program as developed in the course of the project; on the other hand, the identification of a need for additional training.

From the evidence we have examined, three kinds of training needs have surfaced.

- For one, an overall plan has emerged for the further and continuing training of liaison counselors.
- Second, the project has pointed to the need for a new training component for professional counselors. Such training components would help professionals become more understanding and capable in working with the school-home-community complex.
- Thirdly, consideration should be given to further test, develop and eventually "package" the program so that it can be made available to others across the state and the nation.

D. The attainment of institutional objectives

An educational-career process was developed for liaison counselors. This was done in conjunction with the community colleges and the Office of the Dean of Undergraduate Studies at San Jose State University. The process would permit students to complete work in the community colleges, then move into the upper division of San Jose State University, move on toward a B.S.; and toward a professional graduate degree in Guidance and Counseling.

Professional trainees were enrolled in both the Pupil Credential program and the Masters program in Guidance and Counseling.

E. "Other" outcomes

Coincidently to our examination we have found out about some additional benefits attained, such as two excellent pamphlets developed by two participants:

- School-Community Liaison Pocket Book
- School-Community Liaison Handbook

These materials represent high professional standards and demonstrate the excellence of the program developed in the course of the project.

Part Three: Summary Interpretation of Findings

A summary of interpretation of findings is presented here in two parts:

- a summative overview
- a summative judgment

I. A Summary Overview

The primary purpose of the project was to improve the educational and career guideance of minority students through (1) helping Counseling Associates (liaison workers) gain skills in guidance and counseling that will make them more effective in their work; (2) assisting professional level counselors to have a better understanding of and an ability to work with the educational and career needs of minority students, and to (3) assist districts in integrating the work of their liaison counselors and workers into the total career educational and guidance programs.

The project was probably most unique in its efforts to help the para-professional liaisons. While it was intended to help the liaisons become more competent in their counseling areas, it was also concerned with helping the liaisons to develop positive attitudes toward their own educational and career decisions and to develop plans for their own personal development.

The program did show that liaisons, with training at less then the professional level, can be made an integral part of an educational-career guidance program rather than being used primarily as clerks or a similar routine type of work.

II. A Summative Judgment

Based on the examination of evidence available and materials developed for the purpose of the evaluation of the project, it is our well considered judgment that:

A. The project accomplished its stated objectives,

B. The outcomes produced by the project in terms of specific human competence and a program for the development of such competences measures high on quality,

C. Beyond the immediate benefits produced, long range benefits can be reasonably expected to be attained,

D. The investment of public funds in support of the project was well placed,

E. Further investment of public funds in the sequential testing, additional development, and eventual dissemination of the training program is well justified.

As a footnote to this evaluation, we should mention that we have been much impressed by the high level of professional performance of the project staff and by the sincere devotion and commitment of project participants.